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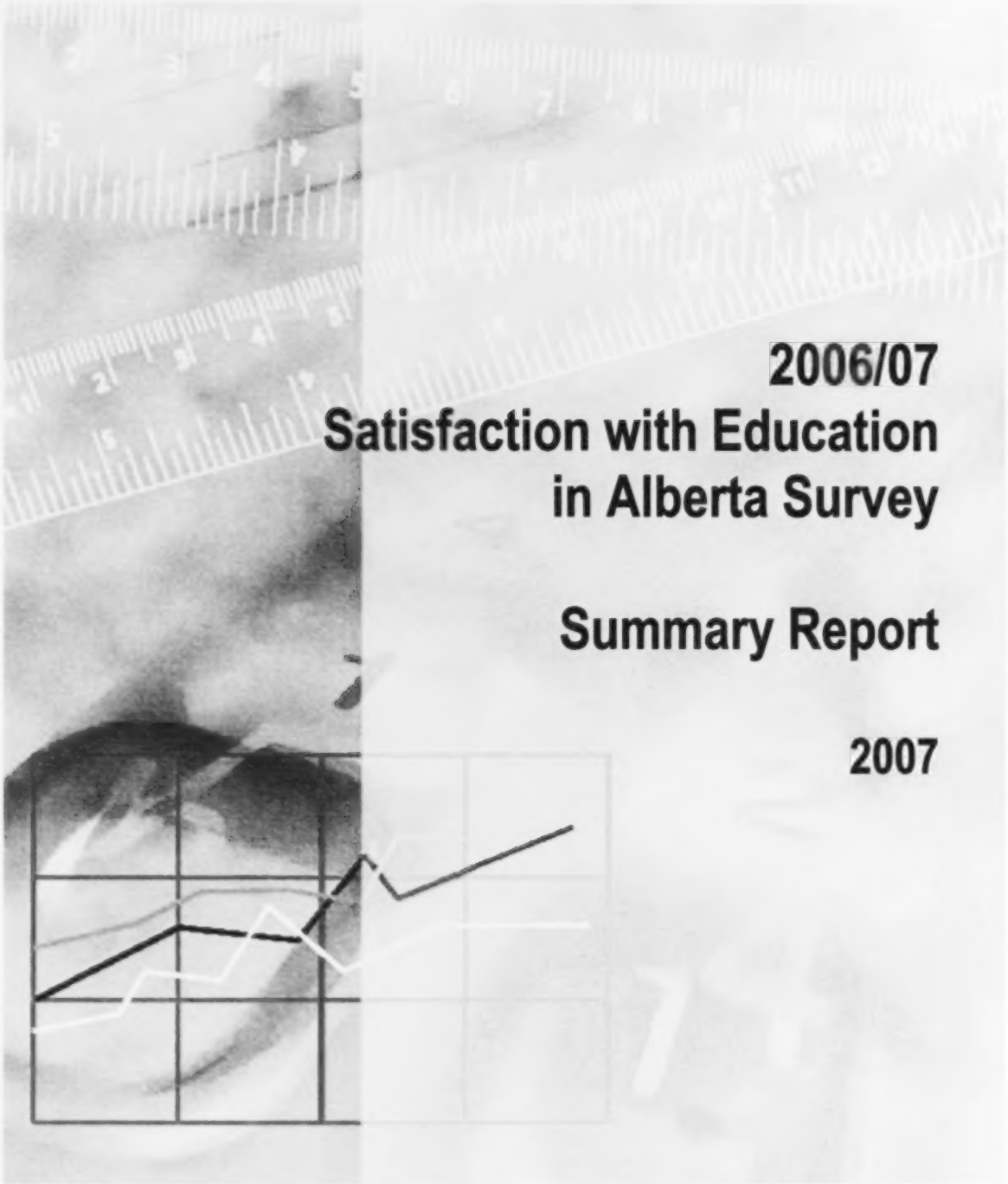

2006/07 Satisfaction with Education in Alberta Survey

Summary Report

2007

Alberta EDUCATION

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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of children in the K-12 education system, parents of children with severe special needs, teachers in K-12 system, school board members, superintendents and the general public. The surveys were conducted by Compustat Consultants Inc. from January 17 to March 4, 2007.

The main objectives of this study were to determine stakeholders' satisfaction with:

- The overall quality of Alberta's education system.
- Alberta's education system meeting the needs of students.
- The preparation of students for lifelong learning, employment and citizenship.
- Communication and stakeholder involvement in Alberta's education system.
- Leadership and continuous improvement of Alberta's education system.

Key Findings

- The vast majority of students (99%), parents (K-12: 91%, severe special needs: 84%), teachers (94%), board members (93%) and public (74%) were satisfied with the quality of education.

- Students (96%), parents (K-12: 87%, severe special needs: 88%), teachers (97%) and board members (93%) expressed a high degree of satisfaction with the quality of teaching.

- In general, students (93%), parents (K-12: 71%, severe special needs: 74%), teachers (64%), board members (78%) and public (61%) were satisfied that the education system meets their needs and expectations.

- The vast majority of students (92%), parents (K-12: 86%, severe special needs: 78%), teachers (90%) and board members (86%) and nearly two-thirds (63%) of the public agreed that students are learning what they need to know. The majority (a range of 71% to 93%) of these respondents also agreed that curriculum focuses on what students

need to learn in core subject areas.

- Students, parents (K-12), teachers and board members indicated that they are satisfied with the variety of courses available to students (71% to 87%) and opportunities to learn about specific topics (58% to 91%).

- In general, students, parents, teachers and board members held positive perceptions (a range of 63% to 99%) about various aspects related to the social and learning environments at schools.

- The majority of parents (K-12) and teachers were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime (83% to 91%); and that high school students demonstrated these skills (52% to 69%).

- A higher proportion of parents (K-12: 75%), teachers (86%) and board members (81%) than the public (46%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

- The majority of parents (K-12: 78%, severe special needs: 81%), teachers (93%) and board members (91%) were satisfied with parental involvement in decisions at school.

- Approximately half of parents (K-12: 48%, severe special needs: 53%), teachers (48%) and public (51%); and 56% of board members agreed that Alberta's education system communicates effectively with the public.

- Overall, the vast majority (86%) of parents (K-12) were satisfied with access to information about their child's educational progress and achievements.

- The majority (70% to 94%) of parents (K-12, severe special needs), teachers, board members and superintendents indicated that the quality of education at schools has improved or stayed same in the past 3 years. The majority (62% to 93%) of parents (K-12), teachers, board members and superintendents also indicated that the quality of the Alberta K-12 system in general has improved or stayed same in the past 3 years.

- The vast majority of parents and teachers agreed that school (K-12 parents: 87%, severe special needs parents: 89%, teachers: 86%) and jurisdiction (K-12 parents: 74%, teachers: 77%) leadership effectively support and facilitate teaching and learning. More than half of the parents (K-12: 56%), 45% of teachers , 57% of board members and 70% of superintendents agreed that leadership at provincial level effectively supports and facilitates teaching and learning.

- About three-quarters of parents (K-12: 72%, severe special needs: 79%) and more than half (55%) of the public were satisfied that they are receiving value for the money spent in schools.

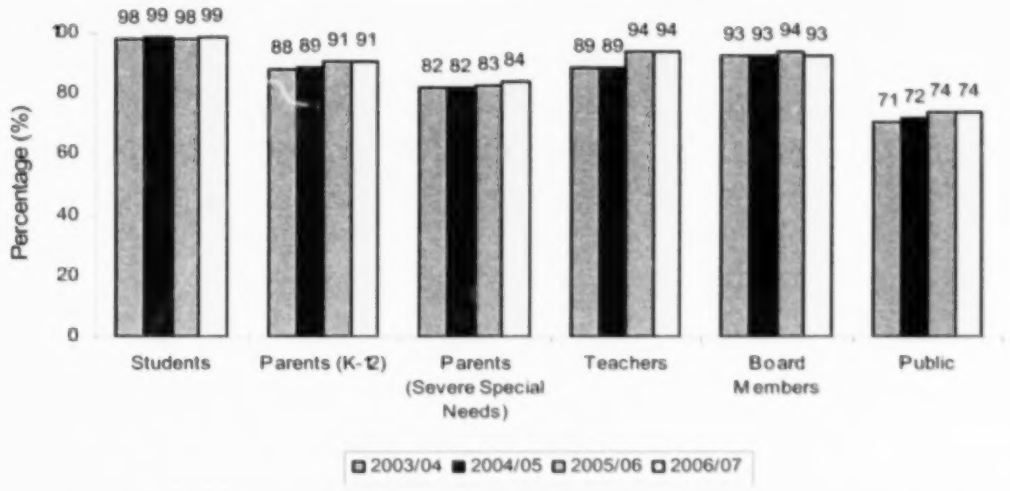
Quality of Education

Quality of Education

The vast majority of students, parents, teachers, board members and public were satisfied with the quality of education.

Students (99%) were the most satisfied with the quality of basic education, followed by teachers (94%), board members (93%) and parents (K-12: 91%, severe special needs: 84%). Nearly three-quarters (74%) of the public were also satisfied with the quality of education.

Chart 1: Satisfaction With Quality of Education



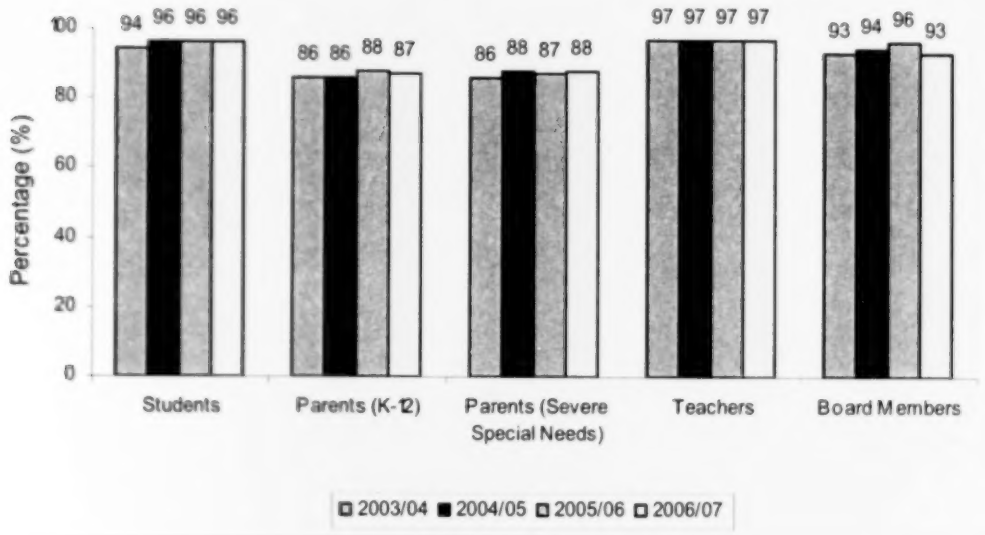
Please note that throughout the survey each respondent group was asked questions from their perspective. For example, in this question, students were asked about the quality of education they are receiving; parents were asked about the quality of education their child is receiving at school; teachers were asked about the quality of education students are receiving at their school; board members were asked about the quality of education students are receiving in their jurisdiction; and public were asked about the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers and board members expressed a high degree of satisfaction with the quality of teaching.

The vast majority of students (96%), parents (K-12: 87%, severe special needs: 88%), teachers (97%) and board members (93%) were satisfied with the quality of teaching.

Chart 2: Satisfaction With Quality of Teaching



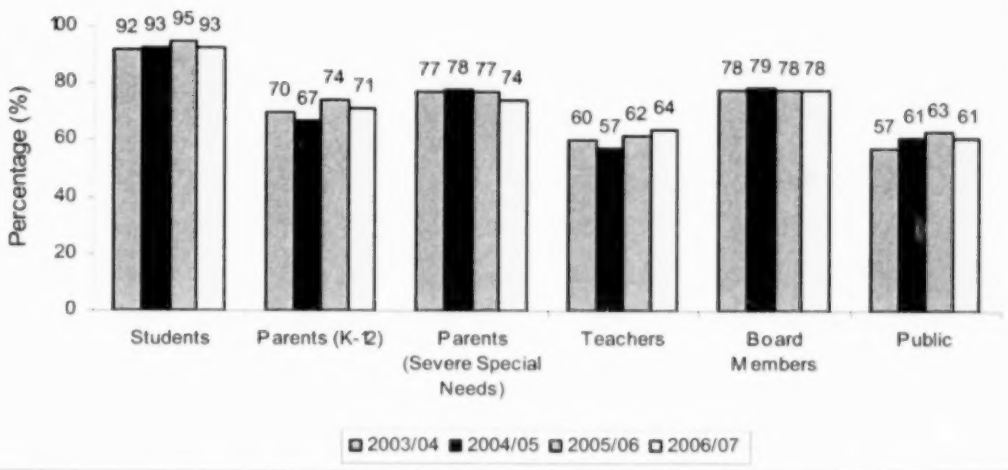
Meeting the Needs of Students

Education System Meeting Needs and Expectations

Most students, parents, teachers, board members and public were satisfied that the education system meets their needs and expectations.

Students (93%) were the most satisfied, followed by board members (78%) and parents (severe special needs: 74%, K-12: 71%) with the education system meeting their needs and expectations. More than half of the public (61%) and teachers (64%) were also satisfied that the education system meets their needs and expectations. Public satisfaction (61% in 2006/07) has stayed above 60% since 2004/05.

Chart 3: Satisfaction With Education System Meeting Needs and Expectations



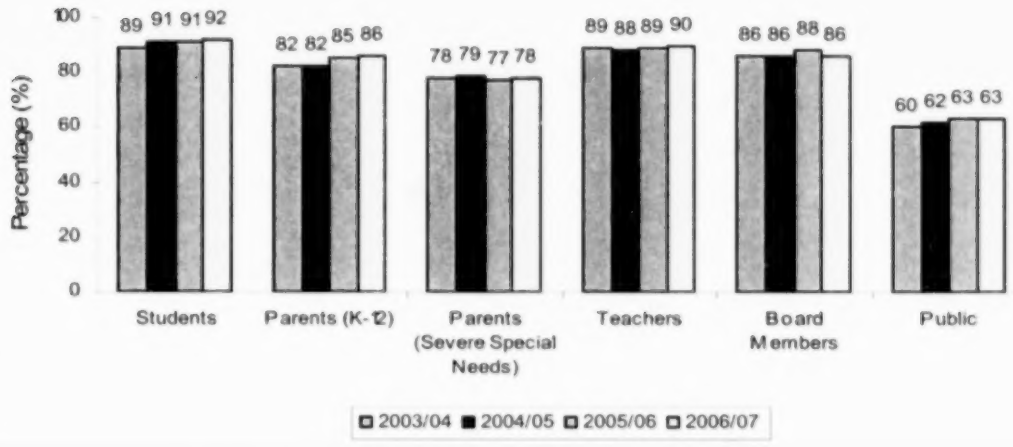
Please note that parents of severe special needs children were asked to rate their satisfaction with the school providing a program that meets the needs of their child, whereas other groups were asked to rate their satisfaction with the education system meeting their own needs and expectations. These differences could have affected in the results.

Overall Student Learning

The vast majority of parents, teachers and board members agreed that students are learning what they need to know, and the vast majority of students agreed that the core subjects they are learning are useful to them.

The vast majority of parents (K-12: 86%, severe special needs: 78%), teachers (90%) and board members (86%) agreed that students are learning what they need to know. About two-thirds (63%) of the public also agreed that students are learning what they need to know. The vast majority (92%) of students agreed that the core subjects they are learning at school are useful to them.

Chart 4: Agreement That Students are Learning What They Need to Know



Please note students were asked to indicate their agreement that the core subjects they are learning at school, such as math, language arts, social studies and science, are useful to them; whereas the other groups were asked to indicate their agreement that their child/students is/are learning what they need to know.

The majority of parents, teachers, board members and public agreed that the curriculum focuses on what students need to learn in core subject areas, and students agreed that they are improving in these core subject areas.

Parents, teachers, board members and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas. The majority of parents (K-12: 80% to 89%, severe special needs: 71% to 80%), teachers (78% to 90%), board members (76% to 90%) and public (71% to 81%) agreed that curriculum focuses on what students need to learn in the various subject areas. Students were asked to rate their agreement that they were getting better in these core subject areas. The majority (89% to 93%) of students agreed that they were improving in these core subject areas.

The level of agreement has remained relatively stable over time for all respondent groups since 2003/04.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Public
Reading	2003/04	90%	87%	76%	89%	91%	79%
	2004/05	92%	88%	75%	88%	92%	79%
	2005/06	93%	90%	74%	89%	93%	80%
	2006/07	**92%**	**89%**	**80%**	**90%**	**90%**	**80%**
Writing	2003/04	92%	82%	69%	86%	83%	69%
	2004/05	93%	80%	70%	84%	85%	68%
	2005/06	94%	83%	68%	87%	86%	70%
	2006/07	**93%**	**83%**	**75%**	**87%**	**82%**	**69%**
Mathematics	2003/04	85%	83%	67%	79%	77%	73%
	2004/05	89%	85%	66%	78%	77%	74%
	2005/06	87%	82%	69%	80%	78%	74%
	2006/07	**89%**	**84%**	**71%**	**83%**	**76%**	**76%**
Science	2003/04	91%	85%	N/A	87%	88%	79%
	2004/05	90%	85%	N/A	85%	89%	80%
	2005/06	87%	84%	N/A	85%	88%	80%
	2006/07	**92%**	**85%**	**N/A**	**88%**	**89%**	**81%**
Social Studies	2003/04	90%	81%	N/A	75%	80%	71%
	2004/05	90%	80%	N/A	74%	85%	70%
	2005/06	89%	82%	N/A	74%	84%	72%
	2006/07	**91%**	**80%**	**N/A**	**78%**	**83%**	**71%**

Learning Opportunities at School

The majority of students, parents, teachers and board members were satisfied with the learning opportunities available at the school.

Students, parents (K-12), teachers and board members were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics. Although the level of satisfaction varied across respondent groups regarding specific topics, the majority of respondents across groups were satisfied with the variety of courses available (71% to 87%), opportunities to learn about specific topics (58% to 91%), and the opportunity to participate in physical education (84% to 96%).

Table 2: Satisfaction with Learning Opportunities at School (continued on next page)

	Year	Students	Parents (K-12)	Teachers	Board Members
Variety of courses available	2003/04	84%	82%	86%	N/A
	2004/05	89%	82%	84%	72%
	2005/06	86%	86%	87%	73%
	2006/07	**87%**	**83%**	**83%**	**71%**
Opportunities to learn about music	2003/04	74%	76%	78%	N/A
	2004/05	78%	78%	78%	64%
	2005/06	74%	79%	79%	65%
	2006/07	**81%**	**79%**	**77%**	**65%**
Opportunities to learn about drama	2003/04	76%	57%	59%	N/A
	2004/05	78%	57%	61%	63%
	2005/06	77%	56%	58%	62%
	2006/07	**81%**	**58%**	**59%**	**62%**
Opportunities to learn about art	2003/04	83%	83%	82%	N/A
	2004/05	83%	83%	83%	69%
	2005/06	83%	82%	83%	72%
	2006/07	**85%**	**79%**	**76%**	**65%**
Opportunities to learn about computers	2003/04	88%	83%	85%	N/A
	2004/05	90%	83%	82%	89%
	2005/06	88%	84%	81%	93%
	2006/07	**86%**	**81%**	**83%**	**91%**
Opportunities to learn about health	2003/04	67%	84%	85%	N/A
	2004/05	69%	87%	84%	87%
	2005/06	71%	87%	82%	89%
	2006/07	**70%**	**87%**	**83%**	**87%**
Opportunities to learn about another language	2003/04	N/A	N/A	N/A	N/A
	2004/05	81%	56%	68%	67%
	2005/06	79%	62%	73%	72%
	2006/07	**79%**	**61%**	**75%**	**67%**

	Year	Students	Parents (K-12)	Teachers	Board Members
Opportunities to participate in physical education	2003/04	94%	82%	83%	N/A
	2004/05	96%	82%	83%	82%
	2005/06	93%	82%	90%	87%
	2006/07	**96%**	**84%**	**89%**	**88%**

Social and Learning Environments at Schools

In general, students, parents, teachers and board members held positive perceptions about the various aspects related to social and learning environments at schools.

Students, parents, teachers and board members were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2006/07, the majority of respondents across groups agreed that:

- Students find school work interesting (79% to 89%),
- Students find school work challenging (80% to 95%),
- Students clearly understand what they are expected to learn at school (63% to 91%),
- Students feel safe at school (88% to 97%),
- Students feel safe on the way to and from school (83% to 95%)
- Teachers care about students (91% to 99%),
- At school students treat each other well (80% to 95%),
- Students are treated fairly by adults at school (89% to 98%),
- At school students are encouraged to get involved in activities that help people in the community (69% to 83%),
- At school students are encouraged to try their best (91% to 99%),
- At school students follow the rules (64% to 93%),
- At school students help each other (82% to 97%),
- At school students respect each other (75% to 90%),
- It is easy to get help with school work at school if needed (67% to 91%),
- Students can get help at school with problems that are not related to school work (66% to 85%), and
- When needed teachers at school are available to help students (85% to 97%).

Table 3: Social and Learning Environment at Schools (continued on next page)

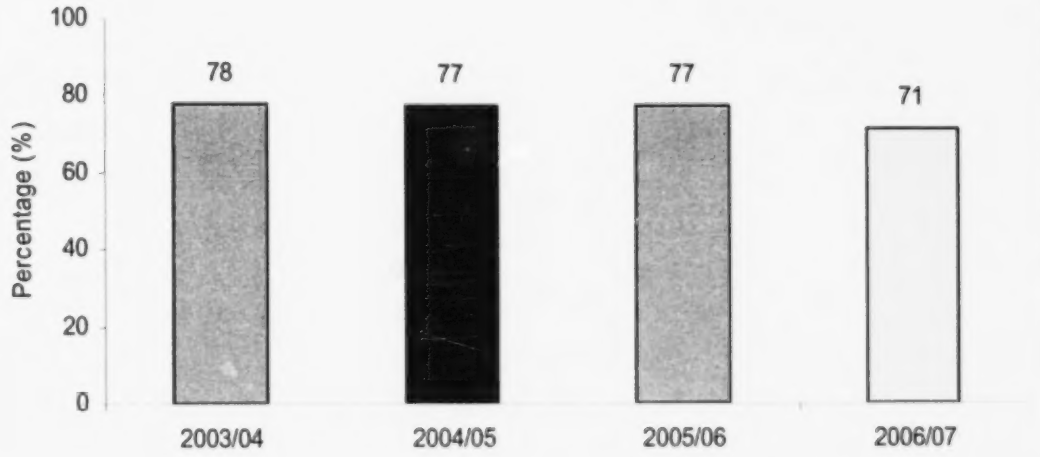
	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members
School work is interesting	2003/04	76%	80%	74%	88%	85%
	2004/05	78%	81%	73%	86%	82%
	2005/06	79%	79%	75%	85%	87%
	2006/07	**79%**	**81%**	**76%**	**89%**	**82%**
School work is challenging	2003/04	87%	79%	82%	94%	89%
	2004/05	88%	81%	80%	93%	91%
	2005/06	90%	80%	82%	94%	95%
	2006/07	**86%**	**80%**	**83%**	**95%**	**91%**
Students clearly understand what they are expected to learn at school	2003/04	88%	80%	65%	89%	79%
	2004/05	91%	81%	63%	87%	81%
	2005/06	91%	82%	62%	88%	81%
	2006/07	**91%**	**82%**	**63%**	**90%**	**81%**
Students feel safe at school	2003/04	93%	89%	88%	97%	97%
	2004/05	96%	89%	89%	95%	97%
	2005/06	94%	92%	89%	97%	97%
	2006/07	**94%**	**88%**	**91%**	**97%**	**96%**
Students feel safe on the way to and from school	2003/04	95%	89%	90%	81%	93%
	2004/05	95%	90%	92%	82%	92%
	2005/06	94%	89%	91%	84%	94%
	2006/07	**95%**	**88%**	**90%**	**83%**	**93%**
Teachers care about students	2003/04	90%	92%	94%	99%	97%
	2004/05	92%	88%	94%	99%	98%
	2005/06	92%	91%	95%	100%	99%
	2006/07	**92%**	**91%**	**95%**	**99%**	**99%**
At school students treat each other well	2003/04	94%	77%	N/A	88%	87%
	2004/05	96%	79%	N/A	88%	89%
	2005/06	95%	79%	N/A	89%	89%
	2006/07	**95%**	**80%**	**N/A**	**89%**	**89%**
Students are treated fairly by adults at school	2003/04	87%	89%	88%	98%	92%
	2004/05	91%	87%	87%	98%	95%
	2005/06	91%	90%	89%	97%	96%
	2006/07	**91%**	**90%**	**89%**	**98%**	**95%**
At school students are encouraged to get involved in activities that help people in the community	2003/04	68%	68%	N/A	83%	82%
	2004/05	67%	73%	N/A	82%	81%
	2005/06	67%	71%	N/A	80%	85%
	2006/07	**69%**	**74%**	**N/A**	**83%**	**83%**
At school students are encouraged to try their best	2003/04	93%	90%	94%	99%	95%
	2004/05	94%	91%	93%	97%	95%
	2005/06	96%	92%	94%	98%	97%
	2006/07	**96%**	**91%**	**94%**	**99%**	**97%**
At school students follow the rules	2003/04	60%	80%	73%	88%	91%
	2004/05	63%	80%	78%	89%	93%

	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members
	2005/06	66%	80%	75%	87%	93%
	2006/07	**64%**	**78%**	**79%**	**89%**	**93%**
At school students help each other	2003/04	85%	82%	72%	95%	92%
	2004/05	88%	86%	78%	95%	91%
	2005/06	86%	83%	76%	96%	93%
	2006/07	**88%**	**86%**	**82%**	**97%**	**94%**
At school students respect each other	2003/04	74%	75%	71%	87%	86%
	2004/05	76%	78%	73%	85%	88%
	2005/06	76%	78%	76%	87%	89%
	2006/07	**75%**	**79%**	**79%**	**88%**	**90%**
It is easy to get help with school work at school if needed	2003/04	90%	69%	N/A	71%	78%
	2004/05	93%	62%	N/A	73%	74%
	2005/06	92%	66%	N/A	74%	79%
	2006/07	**91%**	**67%**	**N/A**	**75%**	**77%**
Students can get help at school with problems that are not related to school work	2003/04	85%	66%	N/A	85%	69%
	2004/05	86%	65%	N/A	84%	72%
	2005/06	86%	65%	N/A	85%	77%
	2006/07	**85%**	**66%**	**N/A**	**83%**	**72%**
When needed teachers at school are available to help students	2003/04	92%	82%	N/A	96%	90%
	2004/05	93%	80%	N/A	97%	89%
	2005/06	94%	81%	N/A	97%	95%
	2006/07	**94%**	**85%**	**N/A**	**97%**	**91%**

Most parents of children with severe special needs were satisfied with the support services their child is receiving in school.

Parents of children with severe special needs were asked to rate their overall level of satisfaction with the support services their child is receiving in school. A majority (71%) of parents of children with severe special needs were satisfied with the support services their child is receiving in school.

Chart 5: Satisfaction With Support Services Received in School



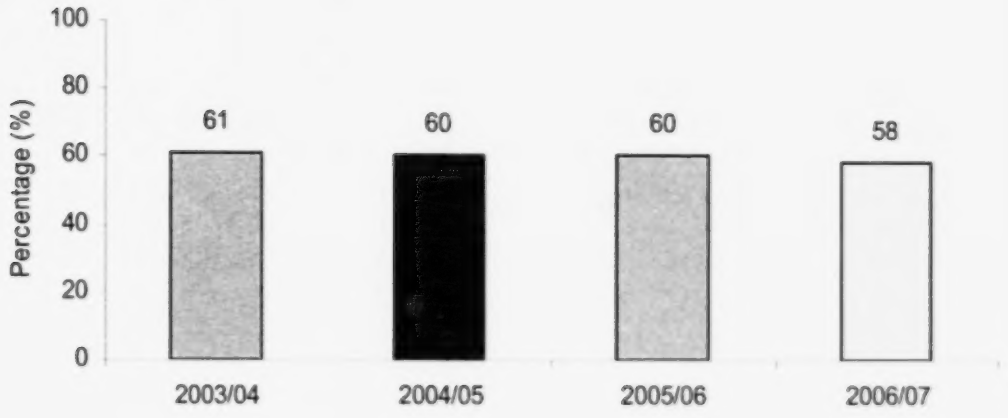
Preparation of Students

Preparation for Citizenship

The majority of the public were satisfied that high school graduates are well prepared for citizenship.

When asked to rate their satisfaction that high school graduates in Alberta are well prepared for citizenship, 58% of the public indicated that they are satisfied.

Chart 6: Public Satisfaction That High School Graduates are Well Prepared for Citizenship



Preparation for Lifelong Learning

The vast majority of parents and teachers were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K-12) and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. More than three-quarters of teachers (91%) and parents (K-12: 83%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning.

Table 4: Satisfaction That Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Parents (K-12)	Teachers
Students are taught the knowledge, skills and attitudes for lifelong learning	2003/04	77%	89%
	2004/05	79%	87%
	2005/06	83%	87%
	2006/07	**83%**	**91%**

More than half of parents, teachers and public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K-12), teachers and public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. More than half of teachers (69%), public (58%) and parents (K-12: 52%) indicated that they are satisfied.

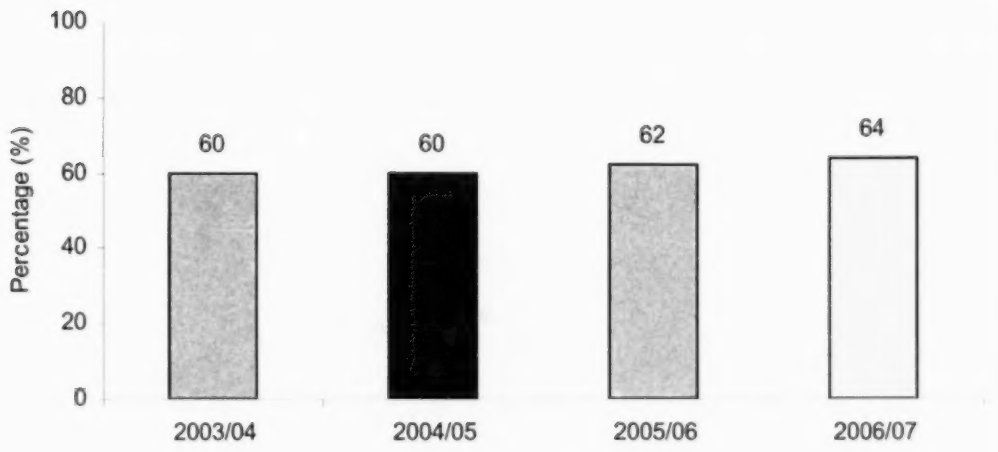
Table 5: Satisfaction That High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Parents (K-12)	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2003/04	51%	69%	59%
	2004/05	51%	67%	58%
	2005/06	55%	68%	60%
	2006/07	**52%**	**69%**	**58%**

The majority of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post secondary education and training, 64% of the public agreed that high school graduates in Alberta are prepared to enter post secondary education and training.

Chart 7: Public Agreement That High School Graduates are Prepared to Enter Post-Secondary Education and Training

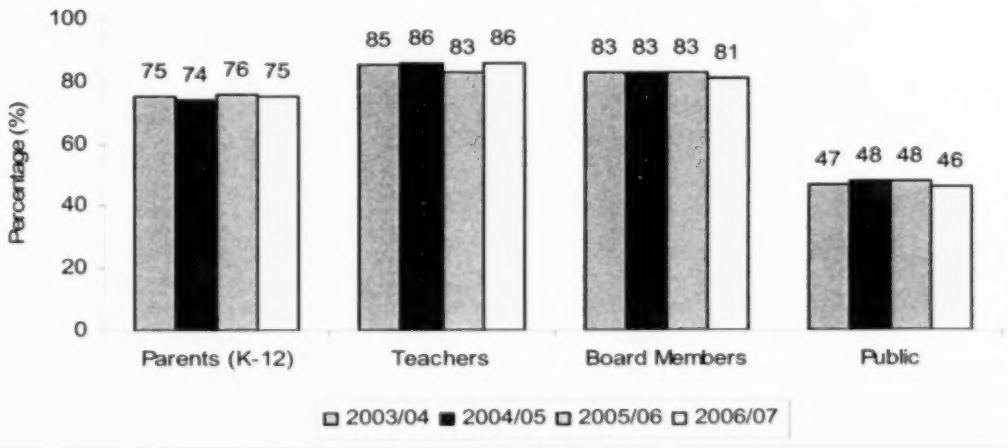


Preparation for the Workforce

Compared to public, a higher proportion of parents, teachers and board members were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

Parents (K-12), teachers, board members and public were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. The vast majority of parents (K-12: 75%), teachers (86%) and board members (81%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Approximately, half of the public (46%) indicated their satisfaction.

Chart 8: Satisfaction That Students are Taught Attitudes and Behaviours to be Successful at Work



Communication and Involvement

Involvement in Decision Making

Most parents, teachers and board members were satisfied with parental involvement in children's education and decisions at school.

The vast majority of parents (K-12), teachers and board members indicated that parents are involved a lot or to some extent in decisions about their children's education (82% to 87%), and that they are satisfied with the opportunity for parental involvement in their children's education (83% to 92%).

Teachers and board members, and to a somewhat lesser extent parents (K-12, severe special needs), indicated that parents are involved a lot or to some extent in decisions at the school (62% to 84%) and that they are satisfied with the opportunity for parental involvement in decisions at school (78% to 93%).

The vast majority of teachers (90%) and board members (87%), and most parents (K-12: 71%, severe special needs: 76%) were satisfied with parental input into decisions at school being considered.

Table 6: Parental Involvement in Decision Making (continued on next page)

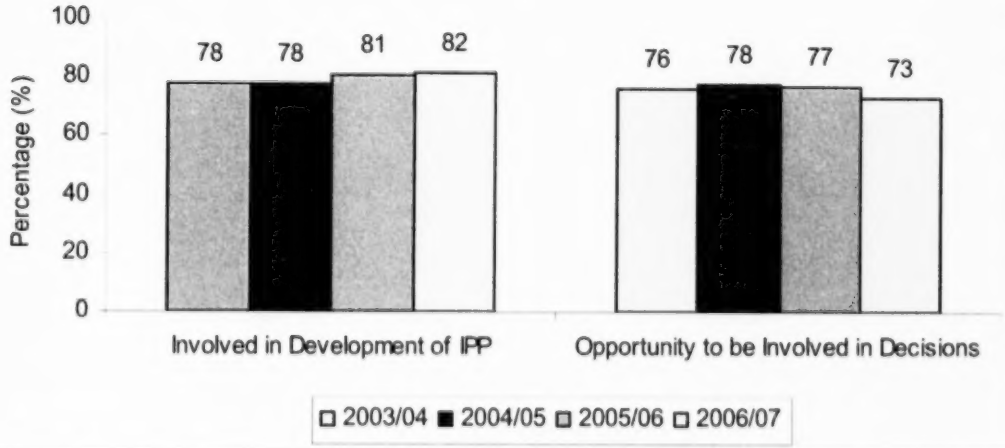
		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members
Extent of parental involvement in decisions about child's education	2003/04	85%	N/A	81%	84%
	2004/05	87%	N/A	82%	86%
	2005/06	84%	N/A	84%	86%
	2006/07	**87%**	**N/A**	**82%**	**85%**
Satisfaction with opportunity for parental involvement in decisions about child's education	2003/04	81%	N/A	93%	90%
	2004/05	84%	N/A	90%	92%
	2005/06	81%	N/A	94%	92%
	2006/07	**83%**	**N/A**	**92%**	**91%**
Extent of parental involvement in decisions at school	2003/04	67%	78%	81%	83%
	2004/05	63%	75%	78%	82%
	2005/06	63%	76%	82%	84%
	2006/07	**62%**	**75%**	**80%**	**84%**

		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members
Satisfaction with opportunity for parental involvement in decisions at school	2003/04	80%	84%	94%	91%
	2004/05	80%	84%	90%	92%
	2005/06	80%	82%	91%	94%
	2006/07	**78%**	**81%**	**93%**	**91%**
Satisfaction with parental input into decisions at school being considered	2003/04	74%	79%	92%	88%
	2004/05	71%	79%	89%	89%
	2005/06	72%	78%	90%	90%
	2006/07	**71%**	**76%**	**90%**	**87%**

More than three-quarters of parents of children with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding services implemented for their child.

With respect to their child's IPP, most (82%) parents of children with severe special needs agreed that they had been meaningfully involved in the development of the plan. Most (73%) parents also agreed that they had an opportunity to be involved in decisions regarding support services implemented for their child.

Chart 9: Parent (Special Needs) Involvement in the Development of IPP and Opportunity for Invlovement in Decisions Regarding Services



In general, students, parents, teachers, board members and public were satisfied that their input into education of students is considered.

About two-thirds (62%) of board members were satisfied that their input into the education of students is considered by Alberta Education. About half of parents (K-12: 48%, severe special needs: 52%) and less than half of teachers (37%, an increase from 27% in 2003/04) and public (38%) were satisfied that their input into the education of students is considered by Alberta Education.

Close to half of parents (K-12: 47%, severe special needs: 52%), teachers (56%) and public (46%) were satisfied that their input into the education of students is considered by school board.

Eighty-five percent (85%) of teachers were satisfied that their input into the education of students is considered by the school.

Table 7: Satisfaction That Input Into the Education of Students is Considered

		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Public
Satisfaction that their input into the education of students is considered by Alberta Education	2003/04	53%	51%	27%	62%	39%
	2004/05	47%	53%	28%	67%	38%
	2005/06	51%	51%	36%	72%	39%
	2006/07	**48%**	**52%**	**37%**	**62%**	**38%**
Satisfaction that their input into education of students is considered by school board	2003/04	54%	53%	56%	N/A	46%
	2004/05	51%	58%	54%	N/A	44%
	2005/06	52%	57%	59%	N/A	46%
	2006/07	**47%**	**52%**	**56%**	**N/A**	**46%**
Satisfaction that their input into the education of students is considered by the school	2003/04	N/A	N/A	84%	N/A	N/A
	2004/05	N/A	N/A	85%	N/A	N/A
	2005/06	N/A	N/A	86%	N/A	N/A
	2006/07	**N/A**	**N/A**	**85%**	**N/A**	**N/A**

More than half (56%) of students indicated they are involved a lot or to some extent in decisions at their school, and two-thirds (66%) of students indicated that they are satisfied that their input into decisions at their school is considered.

Table 8: Students' Involvement in Decisions at Schools

	Students			
	2003/04	2004/05	2005/06	**2006/07**
Extent of involvement in decisions at schools	58%	57%	58%	**56%**
Satisfaction that input into decision at school is considered	68%	73%	68%	**66%**

About one-third (34%) of the public indicated they are involved a lot or to some extent in decisions at schools in their community; 63% of the public were satisfied with the opportunity to be involved in decisions at school in their community; and 52% were satisfied that their input is considered.

Table 9: Public Involvement in Decisions at Schools in the Community

	Public			
	2003/04	2004/05	2005/06	**2006/07**
Extent of involvement in decisions at schools in the community	36%	36%	35%	**34%**
Satisfaction with opportunity to be involved in decisions at schools in the community	65%	64%	66%	**63%**
Satisfaction that input into decisions at school is considered	51%	51%	51%	**52%**

Communication and Access to Information

Approximately half of parents, public and board members agreed that Alberta's education system communicates effectively with the public.

Approximately half of parents (K-12: 48%, severe special needs: 53%), public (51%, an increase from 46% in 2003/04 and 2004/05), teachers (48%, an increase from 38% in 2004/05), and board members (56%) agreed that Alberta's education system communicates effectively with the public.

Table 10: Agreement That Alberta's Education System Communicates Effectively

		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Public
Alberta's education system communicates effectively with the public	2003/04	47%	50%	41%	58%	46%
	2004/05	47%	51%	38%	59%	46%
	2005/06	50%	53%	46%	66%	51%
	2006/07	**48%**	**53%**	**48%**	**56%**	**51%**

Overall, the vast majority of parents (K-12) were satisfied with their access to information about their child's educational progress and achievements.

More than three-quarters (86%) of parents (K-12) were satisfied with their access to information about their child's educational progress and achievements. Seventy-two percent (72%) of parents (K-12) agreed that they get the information they need to access programs and services that meet their child's learning needs.

Parents (K-12) expressed less satisfaction with their access to information about how money is spent in their child's school (58%), by the local school board (47%) and by the provincial government (37%).

Table 11: Parents' Satisfaction with Access to Information

	Parents (K-12)			
	2003/04	2004/05	2005/06	**2006/07**
The access to information about your child's educational progress and achievements	88%	86%	85%	**86%**
Gets the information needed to access programs and services that meet their child's learning needs	72%	66%	71%	**72%**
The access to information about how money is spent in your child's school	62%	57%	56%	**58%**
The access to information about how money is spent by local school board	50%	44%	41%	**47%**
The access to information about how money is spent by the provincial government on elementary, junior and senior high schools	40%	35%	37%	**37%**

More than half of the public were satisfied with information about overall student achievement from the provincial government and their school district.

Overall, public were most satisfied with information about the overall student achievement from their school district (68%). More than half (54%) of the public were satisfied with information about overall student achievement from the provincial government.

Less than half of the public were satisfied with access to information about how money is spent in schools in their community (43%), by their local school board (42%) and by the provincial government (37%, an increase from 32% in 2003/04).

Table 12: Public Satisfaction with Access to Information

	Public			
	2003/04	2004/05	2005/06	**2006/07**
Information about overall student achievement from school district	70%	70%	71%	**68%**
Information about overall student achievement from the provincial government	51%	55%	57%	**54%**
Access to information about how money is spent in schools in community	41%	42%	43%	**43%**
Access to information about how money is spent by local school board	41%	42%	42%	**42%**
Access to information about how money is spent by the provincial government	32%	35%	38%	**37%**

Leadership and Continuous Improvement

Leadership and Continuous Improvement

The majority of parents, teachers and board members indicated that the quality of education at schools, and the quality of Alberta K-12 system in general, has improved or stayed same in the past 3 years.

The majority of parents (K-12: 70%, severe special needs: 72% - an increase from 56% in 2003/04 and 64% in 2004/05), teachers (75%, an increase from 56% in 2003/04, 64% in 2004/05 and 67% from 2005/06), board members (93%, an increase from 83% in 2003/04) and superintendents (94%) indicated that the quality of education at schools has improved or stayed same in the past 3 years.

The vast majority of board members (85%), superintendents (93%) and about two-third of parents (K-12: 62%) and teachers (67%, an increase from 55% in 2004/05) indicated that quality of the Alberta K-12 system has improved or stayed same in the past 3 years.

Table 13: Change in Quality in Past 3 Years

		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Superintendents
Quality of education at school has improved or stayed the same in the past three years	2003/04	66%	56%	56%	83%	N/A
	2004/05	70%	64%	64%	87%	N/A
	2005/06	72%	67%	67%	93%	N/A
	2006/07	**70%**	**72%**	**75%**	**93%**	**94%**
Quality of the Alberta K to 12 System improved or stayed the same in the past three years	2003/04	N/A	N/A	N/A	N/A	N/A
	2004/05	63%	N/A	55%	81%	N/A
	2005/06	66%	N/A	66%	85%	N/A
	2006/07	**62%**	**N/A**	**67%**	**85%**	**93%**

The vast majority of parents and teachers agreed that leadership at the school and jurisdiction level effectively supports and facilitates teaching and learning.

The vast majority of parents and teachers agreed that leadership at school (K-12: 87%, severe special needs: 89%; teachers: 86%) and jurisdiction (parents K-12: 74%, teachers: 77%) effectively supports and facilitates teaching and learning.

More than half (56%) of parents (K-12), 45% of teachers (an increase from 33% in 2004/05), 57% of board members (a decrease from 73% in 2004/05 and 75% from 2005/06), and about three-quarters of superintendents (70%) agreed that leadership at provincial level effectively supports and facilitates teaching and learning.

Table 14: Leadership Effectively Supporting and Facilitating Teaching and Learning

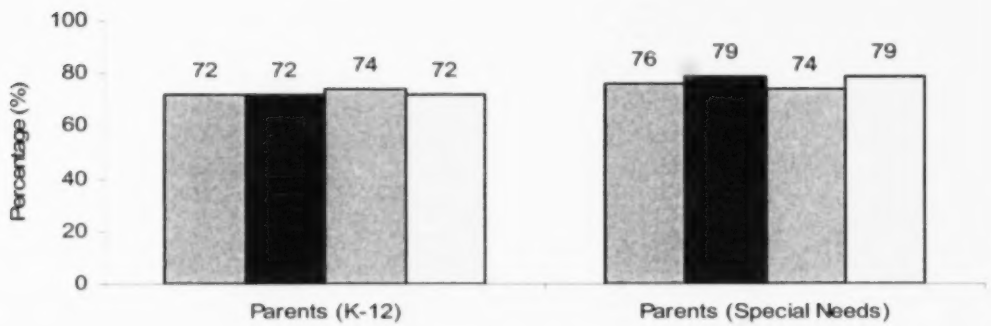
		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Superintendents
Leadership at school effectively supports and facilitates teaching and learning	2003/04	85%	86%	88%	N/A	N/A
	2004/05	85%	87%	87%	N/A	N/A
	2005/06	86%	86%	87%	N/A	N/A
	2006/07	**87%**	**89%**	**86%**	**N/A**	**N/A**
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2003/04	N/A	N/A	72%	N/A	N/A
	2004/05	N/A	N/A	72%	N/A	N/A
	2005/06	75%	N/A	74%	N/A	N/A
	2006/07	**74%**	**N/A**	**77%**	**N/A**	**N/A**
Leadership at provincial level effectively supports and facilitates teaching and learning.	2003/04	N/A	N/A	N/A	N/A	N/A
	2004/05	55%	N/A	33%	73%	N/A
	2005/06	63%	N/A	44%	75%	N/A
	2006/07	**56%**	**N/A**	**45%**	**57%**	**70%**

Value for Money

About three-quarters of parents and slightly more than half the public were satisfied with receiving value for the money spent in schools.

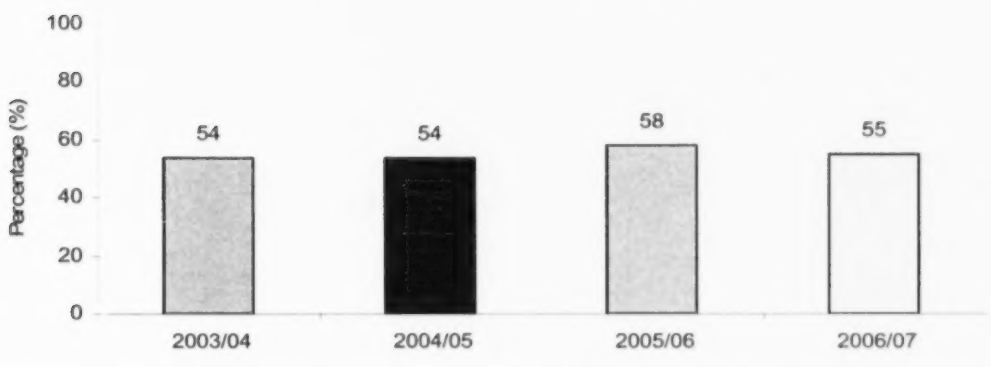
About three-quarters of parents (K-12: 72%, severe special needs: 79%) reported being satisfied with receiving value for money that is spent in their child's school.

Chart 10: Value for Money - Parents



When asked about satisfaction with the value for money that is spent in schools in their community, more than half (55%) of the public respondents reported being satisfied.

Chart 11: Value for Money - Public



Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in K to grade 12 education system
- Senior high school students
- Parents of children with severe special needs
- Teachers
- School board members (trustees)
- School superintendents

The samples for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and the two parent surveys, samples were generated randomly by Alberta Education. Contact information for the entire population of school board trustees was also provided by Alberta Education. For the general public survey, a random listed sample for Alberta by census subdivision was used.

All samples (with the exception of the school board survey and superintendent survey) were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The following should be noted with regard to the presentation of frequency data:

Many items on the surveys use four-point response scales including "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree," etc., depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in

the report represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2006/2007. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 15: Confidence Intervals

Target Group	Number of Completions	Margin of Error at 95% Confidence Interval
Public	3000	+/-1.8%
Parents of K to Grade 12 Students	800	+/-3.5%
Senior High School Students	800	+/-3.5%
Parents of Children with Severe Special Needs	800	+/-3.5%
Teacher	800	+/-3.5%
School Board Trustee*	350	+/-3.2%
Superintendent *	63	+/-5.0%

*Accuracy for these samples takes into account the population.